



Newport Girls' High School

The Impact of Pupil Premium Funding 2021 – 2022

Background

- As a grammar school with relatively low numbers of students for whom we receive PP support, this money has been used to increase the amount of targeted academic intervention that students receive, using SMID to review the impact that this has had on the progress of our pupil premium students in comparison with their peers, to ensure that the academic intervention that is used suits our students' needs.
- The pupil premium is a specific amount of money given to school based on three factors:
 - If the pupil has been eligible for free school meals anytime in the last 6 years (Ever 6 FSM)
 - If the pupil has parents serving in the armed forces (Ever 5)
 - If the pupil is a looked after child (LAC) by the local authority (receive pupil premium plus)
- For the financial year 2021 -22, secondary schools received £955 for each pupil in years 7 to 11 who were registered as eligible for free school meals at any point in the last 6 years (Ever 6 FSM).
- Schools received £310 of additional funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:
 - one of their parents is serving in the regular armed forces
 - one of their parents served in the regular armed forces in the last 3 years
 - one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- Schools received £2,345 for each pupil who has left local-authority care due to one of the following reasons:
 - adoption
 - has been looked after by the local authority for 1 day or more
 - a special guardianship order
 - a child arrangements order
 - a residence order

Key Aims

- To narrow the gap between the educational achievement of these pupils and their peers.
- To provide additional educational resources and/or support to raise the achievement of these pupils.
- To support the mental and physical well-being of students from a disadvantaged background.
- To ensure that pupils can access the full range of curricular and extra-curricular opportunities to enhance their learning.
- To offer extension and enrichment opportunities to broaden pupils' educational experiences regardless of financial circumstances.
- To address underlying inequalities, as far as possible, between these pupils and others.
- To work in partnership with the parents of pupils to collectively ensure their success.
- To annually conduct a whole school audit to assess the impact educationally as well as effects on wider development of pupils.
- In recent years, we have changed our approach to meet the additional demands and needs as appropriate, whilst also fulfilling the aims as outlined above.

Monitoring and Evaluation Procedures

- The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes, enhancing the pupil's wider development as well as cost effectiveness for the school.
- The Senior Lead for Pupil Groups will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made.
- Information regarding Pupil Premium spending will be published on the school's website.
- This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- Pupil Premium outcomes will form part of the evaluation of the school development plan and associated SEF.

Measuring Progress

The reformed 9 to 1 grading system is fully implemented in each year group. All target grades, examination results and forecast grades relate to this scale. All students have targets set in each subject based on their prior attainment SAT scores or the entry examination. These targets are set in line with the performance of the top 25% of schools from Fischer Family Trust estimates, as well as SMID data. All students take internal examinations at the end of the school year. The results of these examinations have been used to compare the progress of pupil premium students against all other students. Progress is set by comparison to 2019 coefficients at this time.

For Years 7 to 10, a number of indicators have been used:

- The average grade attained across all subjects.
- The percentage success rate as students work towards a targeted point score for the end of each Key Stage.
- The current Attainment 8 and Progress 8 measures. Note that these are 'current' scores for each year group and not forecasts for the end of Key Stage 4.
- The current Progress 8 measures for each of the four areas: English, Mathematics, EBacc subjects and Open subjects.

For Year 11, published performance table indicators have been used from SMID.

Expenditure

The tables shown summarise the nature of support and expenditure by year group. An assessment is made of any impact. The majority of expenditure has been attributed to individual pupils where this was explicit support for that named pupil. On some occasions the funding was used across year groups (for example, counselling services), then this expenditure has been attributed appropriately across year groups.

School Population

Total number of pupils on role (7 to 11)	470
Total number of eligible students	47
% of school population	10.0%
Total amount of allocated funding (Sept 20)	£29,358
Amount of expenditure on Free School Meals	£5,300
Total amount of other expenditure	£24,200
Total expenditure	£29,500

Year 7			
Number of Pupil Premium Service Pupil Premium	12 6	Total Expenditure	£6100
Objectives: <ul style="list-style-type: none"> • Ensure effective transition from primary schools to Newport Girls' High School. • Encourage participation in the full life of the school including trips and extracurricular activities. • Ensure that staff get to know the pupils quickly and are aware of any areas of support needed. 			
Nature of Support		Evaluation and Impact	
<p>Pastoral Support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Transition activities relating to Primary School visits</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Year 7 team building day at Edgmond Hall</p> <p>Residential Netball trip to Boreatton Park</p> <p>Educational visits and workshops during Curriculum Enrichment week in the summer term</p> <p>Textbooks / resources to support learning</p> <p>Music lessons including saxophone, guitar and singing</p> <p>Help with transport costs to and from school</p>		<p>The range of support that has been offered to students in Year 7 has enabled our pupil premium students to play a full and active role within the school community. The funding has been used to ensure that all trips and visits are attended which allows the students to not miss out on any learning that happens while on the curriculum activities.</p> <p>This funding has also enabled the students to take part in extra-curricular opportunities where they have gone ahead in this disrupted academic year.</p> <p>Furthermore, students have been offered pastoral and counselling support as and when needed in order to ensure a smooth transition to Year 7.</p> <p>Based on internal exam results, at the end of Year 7;</p> <ul style="list-style-type: none"> • The average grade for pupil premium students across all subjects was 3.31 whilst for other students it was 3.71. • Current attainment 8 figures were 28.58 for pupil premium students and 37.01 for other students. • There is a slight gap in the average grade attained for the EBacc subjects with pupil premium figures being slightly lower at 2.53 and other students being 3.3. • There is a slight gap in the progress indicators in Maths (3.3 for PP and 4.02 for non) and English (2.6 for PP and 3.3 for non). <p>We are therefore seeing a slight gap in the progress indicators across the curriculum for our pupil premium students based on the internal data produced by the end of Year 7 examination – this will need to be monitored as intervention may be needed in Year 8. Next steps in Year 8 will include the targeted use of MyTutor for KS3, as well as small group intervention sessions in core subject as appropriate – especially Maths and English.</p>	

Year 8			
Number of Pupil Premium	6	Total Expenditure	£3450
Service Pupil Premium	2		
Objectives:			
<ul style="list-style-type: none"> • Develop confidence and a positive attitude. • Ensure pupils are fully involved in the life of the school, participating in a range of activities. • Support and guide them through the options process, bearing in mind future pathways. 			
Nature of Support		Evaluation and Impact	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Additional Maths tutoring during form times</p> <p>Educational visits and workshops during Curriculum Enrichment week in the summer term</p> <p>Self-defence lessons as part of the PSHE curriculum</p> <p>Specifically targeted intervention support through attendance at lunchtime or after school clubs</p> <p>Purchase of school clothing and equipment</p> <p>Help with transport costs to and from school</p>		<p>The full range of activities that students have taken part in have enabled the pupil premium students to grow in confidence and develop their skills further.</p> <p>All students have been able to access the curriculum fully with all additional activities being supported for these students.</p> <p>All students were supported successfully through the options process and have now begun a full range of GCSE subjects in Year 9.</p> <p>Based on internal exam results, at the end of Year 8;</p> <ul style="list-style-type: none"> • The average grade for pupil premium students across all subjects was 4.55 whilst for other students it was 4.76. • Current attainment 8 figures were 45.0 for pupil premium students and 46.31, showing a -0.13 progress difference for PP students. • Pupil premium students have made virtually the same progress in Maths and Ebacc subjects but have made slightly less progress in English (-0.44). <p>Pleasing progress indicators are showing in Maths and Ebacc subjects generally although slightly less so in English. However, differences in attainment grades indicate that the baseline starting points for the pupil premium students were slightly lower to begin with. Intervention will need to be arranged to enable the progress gap to be narrowed between English and Maths in Year 9.</p> <p>Next steps for Year 8 could include using MyTutor for example in the following academic year, as well as small group support in core subjects, especially in English. Faculty Leaders will be consulted in order to identify the students most needing this support.</p>	

Year 9			
Number of Pupil Premium	3	Total Expenditure	£3100
Service Pupil Premium	3		
Objectives:			
<ul style="list-style-type: none"> • Encourage high aspirations. • Ensure a smooth transition to GCSE work. • Develop a positive mind set and personal well-being. 			
Nature of Support		Evaluation and Impact	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Brook advisory service as part of the Relationship and Sex Education curriculum</p> <p>Bronze Duke of Edinburgh award scheme</p> <p>Educational visits and workshops during Curriculum Enrichment week in the summer term</p> <p>Additional Maths and English tutoring during form times</p> <p>Purchase of school equipment including subject revision guides</p> <p>Purchase of school uniform</p>		<p>The target setting system ensures that the grades are aspirational for all students. Our pupil premium students were supported through this process to help develop a positive mindset. A key aim of this year was to focus on student wellbeing in order to ensure that students were resilient to balance GCSE study and other school activities.</p> <p>Based on internal exam results, at the end of Year 9:</p> <ul style="list-style-type: none"> • The average grade for pupil premium students across all subjects was 6.65 whilst for other students it was 7.68. • Current attainment 8 figures were one fifth of a grade lower for PP students. • There are small gaps in progress in English (where pupil premium students have an APS of -1.64 lower than for other students) and in Maths (where pupil premium students APS score is -3.49 lower). • There are also slight gaps in progress being made in EBacc subjects. <p>This is a key year as students are transitioning into formal GCSE courses. Students at the end of Year 9 do narrow their curriculum by one subject. Furthermore, with such a small cohort figures are extremely sensitive to slight changes in grades.</p> <p>Much pastoral support has been put in place throughout the year and the Well-being Officer has worked closely with individuals in this year group. Furthermore, individual SEND support is on-going and the team are in regular contact with parents to help monitor progress and offer support. One of the three pupil's results has impacted the overall figures and this student receives multi-team support.</p> <p>Moving forward, we will ensure that short term targets are identified, working with the students, through planned academic intervention in subject areas and through the Head of Year and SEND team as appropriate. Academically, this will target the subjects where progress has been less than expected. Again, it may be appropriate to support individuals with small group intervention in the next academic year. A progress improvement plan will be put in place early in the 2022 academic year.</p> <p>It is also likely that increased SEND provision may be needed to support individuals' improved progress next year as well as on-going support from the well-being officer.</p>	

Year 10			
Number of Pupil Premium	2	Total Expenditure	£3800
Service Pupil Premium	2		
Objectives:			
<ul style="list-style-type: none"> • Ensure progress is being made in line with aspirational targets. • Proactively involve pupils in additional support sessions or clubs. • Fully support pupils in developing a future careers pathway. 			
Nature of Support		Evaluation and Impact	
<p>Pastoral support from Head of Year and Wellbeing Officer</p> <p>Additional support from SEND Assistant</p> <p>Counselling services</p> <p>Loudmouth theatre production as part of the Relationship and Sex Education curriculum</p> <p>Brook advisory service as part of the Relationship and Sex Education curriculum</p> <p>Educational visits such as the Nice trip in the summer term and Geography trip to London</p> <p>Additional Maths, Science and English tutoring during form times</p> <p>My Tutor online system used to target individual students and subjects with progress gaps</p> <p>Purchase of school equipment including subject revision guides</p> <p>Music lessons including guitar</p>		<p>In Year 10 students are offered lunchtime and after school clubs to provide support for intervention purposes.</p> <p>Based on internal exam results, at the end of Year 10;</p> <ul style="list-style-type: none"> • Current attainment 8 figures were higher at 72 for pupil premium students than for other students (70.28). • The average grade for pupil premium students across all subjects was 7.68 whilst for other students it was 8.45, although pupil premium students scored higher than their peers in core subjects such as Maths, Physics and Chemistry for example. • There is a very small gap in progress being made in English but pupil premium students achieved higher than other students in Maths and in other subjects. • The achievement was particularly significant in Maths where pupil premium students achieved an Achievement score of 15 and other students 13.93. <p>We have continued the new academic intervention process introduced last year in this year group but despite positive feedback from students and staff which is reflected in the Maths and the range of other subjects' results, this is just slightly less evident in English.</p> <p>Intervention will be provided to this year group based on academic performance but also regarding examination technique in order to maintain this pleasing progress. Continued targeted intervention will be provided to students in Year 11.</p>	

Year 11			
Number of Pupil Premium Service Pupil Premium	7	Total Expenditure	£7,750.00
Objectives:			
<ul style="list-style-type: none"> • Ensure all pupils in receipt of pupil premium achieve grades 9 to 5 in their GCSEs. • Provide clear and effective intervention strategies along with appropriate study resources and support. • Fully support pupils preparing for their transition to Key stage 5 and beyond by offering a wide range of opportunities. 			
Nature of Support			
Pastoral support from Head of Year and Wellbeing Officer		See GCSE results in the table shown below.	
Additional support from SEND Assistant			
Counselling services			
My Tutor online system used to target individual students and subjects with progress gaps			
BodyBarn sessions during PE curriculum			
Curriculum trips including Geography trip to London			
Purchase of school equipment including subject revision guides and workbooks			
Additional Maths tutoring during form times and lesson time			
Purchase of school uniform			
Assistance with travel to and from school			

GCSE Examination Results 2022

	Pupil Premium	Non-Pupil Premium
Number of Pupils in Year 11	8	75
Progress 8 Score	0.18	0.86
Attainment 8 Score	72.89	81.26
EBacc Average Point Score	6.62	7.91
% achieving the English Bacc grade 5 or above	57%	84%
% achieving English grade 5 or above	87.5%	100%
% achieving Maths grade 5 or above	87.5%	99%
% achieving English and Maths grade 7 or above	87.5%	92%
Progress 8 in English	16.0	16.42
Progress 8 in Maths	14.29	16.45
Progress 8 EBacc	21.29	24.83

Eight students were in receipt of additional funding through the pupil premium grant. The *majority* of students achieved well against their progress 8 score achieving up to 2 grades higher than indicated in some subjects. For these students, this is higher than the non-pupil premium students within the same year.

Overall, attainment 8 scores were lower than the non-pupil premium students, which indicates that their baseline levels were lower than the other students when they joined the school. However, scores were pleasing for the *majority* of the pupil premium students and these students achieved higher than other students in Computing, Geography, German, History and Music. One student performed lower than this which has had a more adverse effect on the overall picture, given the small numbers involved.

It is clear that where students engaged positively with intervention put in place, this is reflected in their overall results.